



BSc (Hons) in Digital and Technology Solutions (Data Analytics) Programme Specification

Awarding Body	NCH at Northeastern Limited
Teaching Institution	Multiverse Group Ltd. (through validated agreement with NCH at Northeastern Limited)
Apprenticeship Standard	Digital and Technology Solutions Professional (Integrated Degree) (Level 6 ST0119)
Relevant QAA Benchmark Statement	Computing (October 2019)
HECos Code	100367 100078
QAA Framework for Higher Education Qualification Level	Honours Level 6
Final Award	BSc (Hons) in Digital and Technology Solutions (Data Analytics)
Exit Awards	Certificate of Higher Education in Digital and Technology Solutions (Data Analytics) DipHE in Digital and Technology Solutions (Data Analytics)
Programme Code	NCHMVDTSPDA
Approved Start Dates	March 2021 and quarterly thereafter in June, September and December
Language of Instruction	English
Language of Assessment	English
Mode of Study	Face-to-face/online, work-based learning, part-time blended learning
End point assessment	Integrated (60 credits)
End point assessment organisations	New College of the Humanities
Approval effective from	March 2021
Re-approval due	March 2026

PROGRAMME OVERVIEW

The Digital and Technology Solutions Professional (DTSP) apprenticeship will help meet the growing digital transformation needs of employers and the economy at large. Apprenticeships extend learning beyond the classroom and into the workplace. Multiverse's approach to blended work-based learning ensures consistent and deliberate alignment between the

knowledge learners are acquiring and the skills they are practising on a day-to-day basis in their role.

This Programme is made up of three stages (FHEQ Levels 4, 5 and 6) that are each made up of 120 credits and each take a year to complete.

Stage 1 (Level 4) covers much of the fundamentals of the DTSP standard, but through the lens of the Data Analytics specialism. The aim is to develop learners into junior data professionals who understand the importance of data and digital solutions in a business context and are confident in interpreting, evaluating and presenting data with clarity within a defined task.

Stage 2 (Level 5) broadens learners' technical knowledge and skills, introducing more complex interdependencies of data with other areas of the business and understanding the role of digital and technology solutions in supporting the business. Learners will learn about key concepts within broader topics such as data ethics and cybersecurity and will be able to synthesise concepts and evaluate where they inform their day-to-day work as data professionals. Learners start to evaluate and apply conceptual frameworks and knowledge to more complex problems.

At Stage 3 (Level 6) learners deepen their skill and knowledge of data science and data analytics and use data to critically assess, inform and influence business strategy. Learners will implement predictive algorithms that derive further business value. Learners can independently and confidently apply the knowledge from the previous two years of study into a range of situations. Learners are assessed through a synoptic project at the end of the programme which will evidence their learning across all three years of study.

PROGRAMME CONTENT

STAGE 1 (LEVEL 4)

Compulsory Courses:

Orientation and Higher Education Learning Skills (0 credits)

NCHMV462 Data Analysis in Industry (15 credits)

NCHMV463 Database Fundamentals (15 credits)

NCHMV464 Data Analytics Fundamentals (30 credits)

NCHMV465 Data Science Fundamentals (30 credits)

NCHMV466 Big Data (15 credits)

NCHMV467 Data Management (15 credits)

STAGE 2 (LEVEL 5)

Compulsory Courses:

Orientation and Higher Education Learning Skills (0 credits) for those entering at Level 5

NCHMV578 Business Organisation (15 credits)

NCHMV579 Information Systems and Ethics (15 credits)

NCHMV580 Technical Project Management (15 credits)

NCHMV581 Systems Development (15 credits)

NCHMV582 Cloud Computing and Digital Platforms (15 credits)

NCHMV583 Cybersecurity (15 credits)

NCHMV584 Advanced Databases (15 credits)

NCHMV585 Communication Skills for Digital Professionals (15 credits)

STAGE 3 (LEVEL 6)

Compulsory Courses:

Preparing to write an academic dissertation (0 credits)

NCHMV6106 Applied Statistics (15 credits)

NCHMV6107 Applied Machine Learning (30 credits)

NCHMV6108 Data Engineering (15 credits)

NCHMV6109 Synoptic Project and End Point Assessment (60 credits)

ENTRANCE REQUIREMENTS

The learner will need to apply for a degree apprenticeship role within a hiring business or already be employed with responsibilities aligned to the degree content.

Entry requirements for the degree apprenticeship are agreed by both the Employer and the Provider. Learners are selected based on their application-and an assessment process.

Entry requirements must include ONE of the following:

- Three A levels (at CCC or above) or international equivalent **or**
- Equivalent qualifications (e.g. BTECs) at the same level of achievement **or**
- Level 3 or 4 Apprenticeship in relevant subject

AND

- At least Grade 4/C GCSE Maths and English
- Pass in Multiverse Maths aptitude assessment

Given the investment required alongside their job, all learners will be required to complete additional questions as part of their application to ensure they have considered the commitment required for the duration of the programme. Learners will also need to meet the government's eligibility criteria:

- Have been a UK/EU/ESS resident for the past three years or more prior to starting the programme.
- Have left full-time education when the apprenticeship is due to start.
- Be aged at least 16 years old to meet government funding criteria.

RECOGNITION OF PRIOR LEARNING

If a learner has completed a relevant Level 4 apprenticeship (such as the Multiverse Level 4 Data Analyst Apprenticeship), they will be eligible to apply for the recognition of prior learning on the basis of certificated learning. This will be considered in the application form and initial needs assessment, in accordance with the Education Skills and Funding Agency (ESFA) Funding Rules, and will take due consideration of New College of the Humanities (the College) [Recognition of Prior Learning and Credit Transfer Policy](#).

PROGRAMME LEARNING OUTCOMES

KNOWLEDGE

A learner will be able to:

- K1c Command knowledge of organisations' use of predictive analytics to establish a competitive advantage.
- K2c Critically evaluate approaches to developing predictive models, including managing bias and optimising algorithm performance.
- K3c Critically assess approaches to implementing predictive models in the business environment, including designing a data pipeline.

SUBJECT SPECIFIC SKILLS

A learner will be able to:

- S1c Critically analyse a business area and evaluate analytical solutions and make recommendations to improve business performance.
- S2c Analyse approaches to project delivery and manage a project to implement an analytical solution.
- S3c Critically evaluate project outcome for a data analytics project.

TRANSFERABLE AND PROFESSIONAL SKILLS (BEHAVIOURS)

A learner will be able to:

- T1c Communicate complex concepts in a clear and succinct manner, both in writing and through verbal discussion and presentation.
- T2c Demonstrate a clear and logical approach to problem solving.
- T3c Conduct a literature review in order to inform an approach to a data analytics project.

All of the above learning outcomes are mapped to the relevant QAA Subject Benchmark threshold statements and [Apprenticeship Standard](#).

MAP OF COURSES TO LEARNING OUTCOMES

Course Title	Knowledge and Understanding									Subject-specific Skills									Transferable and Professional Skills (Behaviours)									
	K1a	K1b	K1c	K2a	K2b	K2c	K3a	K3b	K3c	S1a	S1b	S1c	S2a	S2b	S2c	S3a	S3b	S3c	T1a	T1b	T1c	T2a	T2b	T2c	T3a	T3b	T3c	
FHEQ Level 4																												
NCHMV462 Data Analysis in Industry				X		X			X				X						X				X					
NCHMV463 Database Fundamentals	X		X		X				X				X										X					
NCHMV464 Data Analytics Fundamentals	X		X		X				X				X			X			X				X			X		
NCHMV465 Data Science Fundamentals			X						X				X			X							X			X		
NCHMV466 Big Data	X		X													X			X				X					
NCHMV467 Data Management	X		X		X				X				X			X			X				X			X		
FHEQ Level 5																												
NCHMV578 Business Organisation		X		X						X										X			X					
NCHMV579 Information Systems and Ethics		X								X			X							X			X			X		
NCHMV580 Technical Project Management		X								X						X							X			X		
NCHMV581 Systems Development		X					X			X						X				X			X					
NCHMV582 Cloud Computing and Digital Platforms							X			X			X							X			X					
NCHMV583 Cybersecurity				X						X			X							X						X		
NCHMV584 Advanced Databases		X		X						X			X			X				X			X			X		
NCHMV585 Communication Skills for Digital Professionals		X														X				X			X					
FHEQ Level 6																												
NCHMV6106 Applied Statistics			X								X							X			X			X				
NCHMV6107 Applied Machine Learning			X		X		X							X				X			X			X				
NCHMV6108 Data Engineering			X					X			X							X						X			X	
NCHMV6109 Synoptic Project and EPA	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	

TEACHING AND LEARNING STRATEGIES

STRATEGIES

The apprenticeship is delivered through blended work-based learning. Learners will begin their apprenticeship with an orientation where they will be set up for success through expectation setting, course logistics and contracting around the learning approach and environment. It will also include a non-credit bearing introduction to academic skills related to higher education including referencing, writing with impact, critical thinking and research. All relevant policies are shared with the students during this period and the role of the College is made clear.

Multiverse make use of various teaching and learning strategies to ensure learners meet the programme learning outcomes:

Tutor

The academic expert(s) is responsible for developing and delivering the seminars, hosting academic drop-in sessions and marking assessments.

Coach

Every learner will have a named Coach throughout their time on programme. The Coach is responsible for tracking learner progress, setting objectives and for learner personal development and pastoral care.

Seminar

Each seminar is delivered by the Tutor. The purpose of the seminar is to introduce learners to key concepts underlying each learning objective for the course and introduce learners to the course assessment.

Applied Learning Seminar

This seminar is delivered by the Tutor three or four weeks after the initial seminar (and mid-point seminar in the case of the 30-credit/12-week course). The purpose of the one-day seminar is to revisit the core concepts of the course, and to give learners an opportunity to reflect on the application of the concepts in the work environment and how they will communicate these in the assessments.

Academic Drop-ins

Learners will be able to access drop-in sessions with the Tutor to resolve any issues or questions related to course content, steer learners towards further reading, and provide clarity on assessment expectations.

Self-directed learning through Multiverse's virtual learning platform, Appli.ed

Self-directed learning is directed through the Appli.ed learning platform. This is also where learners submit their assessments and track their 20% off the job training.

Progress Reviews

A progress review involves a learner, their Coach and Line Manager reviewing the progress of a learner on programme. This includes assessment outcomes, off the job training, role fit and project-based work related to the course content. Progress reviews occur on a quarterly basis.

Learners with Additional Learning Needs

Multiverse identifies 'Additional Learning Needs' as cognitive, physical and social/emotional and has a dedicated Apprentice Support Team, which supports learners to identify needs and put a

personalised plan in place. Multiverse has a system which tracks both the type and severity of need and supports the development of a strategic support package.

The team uses diagnostic tools such as Cognasisst, but Multiverse will also accept prior reports to inform diagnosis and support plans. Multiverse will work with the College to understand what forms of diagnosis are accepted to make reasonable adjustments to assessment arrangements. There are multiple opportunities and routes for learners to disclose needs and there are more light-touch support options available via the community platform that runs online events, networks and skills sessions as well as signposts to resources.

Each learner with an additional learning need will have an individualised plan that is monitored regularly by the Apprentice Support Team but may be implemented by the Coach and/or the Line Manager. It is at the learner's discretion what is disclosed, and data is stored and shared securely and only with learner approval.

A non-credit bearing course supports learners transitioning to higher education on the development of the academic skills required to succeed in the degree apprenticeship.

Multiverse is committed to equality, diversity and inclusion, and has a dedicated Equality, Diversity and Inclusion (EDI) Officer to develop and embed our EDI strategy across the organisation. The EDI Officer is responsible for setting Multiverse's strategy and working with coaches to ensure inclusive practice and programme design.

RESOURCES

Learners will be able to access learning resources associated with their programme on Multiverse's virtual learning platform Appli.ed. This includes course descriptors, session slides, handouts, assessment briefs and reading materials.

Learners will also have access to curated resources and reading lists for each course that will support them to deepen their understanding of the concept. A bespoke package of library resources has been identified, to both ensure an excellent learner experience and to support extensive, higher level independent study and research.

At the heart of the library resource offer will be on-demand access to the Perlego online library. As all resources are online, they are easily accessible by any learner at any time, with no limitation on the number of learners accessing a text at any time. Perlego has an extensive Computer Science library within its collection of hundreds of thousands of items from key academic publishers such as Elsevier and Wiley. In addition, these resources will be supplemented by a library of core texts owned directly by Multiverse and/or the College, to ensure that key extracts, including images and diagrams, can be uploaded directly to the VLE to support a seamless learning experience. Learners will also be signposted and supported to access free academic resources, such as open access journal articles and British Library resources.

ASSESSMENT

FORMATIVE ASSESSMENT

All courses will employ forms of formative assessment, delivered by both the Tutor and the Coach through questioning, quizzing and oral assessments.

SUMMATIVE ASSESSMENTS

15-credit courses have two summative assessments, and 30-credit courses have three, in line with the expectations in AQF7. Assessment types will vary depending on the best way to assess acquisition of knowledge and skill within a course area. Multiverse encourages the use of both written and oral assessments to improve both the English language and presentation skills of learners.

Summative assessments are varied, and the assessment type is selected to ensure learners are able to demonstrate their knowledge and skills effectively. All course assessments are mapped specifically to the learning outcomes of the course, and the assessment briefs ensure learners are clear on which learning outcomes are being assessed in each assessment and what criteria will be applied when marking. Assessments have been set at the appropriate FHEQ level, ensuring that Level 4 is testing for knowledge and understanding of concepts and that, by Level 6, learners are being evaluated on their ability to critically assess and apply concepts in complex problems.

END POINT ASSESSMENT

The final Synoptic Project, also known as the End Point Assessment (EPA), is carried out in parallel with the learner's day-to-day role. The project will align to the learner's specialism of Data Analyst, and will include the development and deployment of a data analytics solution that will solve a real business problem. Each learner will scope their project with their Coach and Line Manager and have access to six supervisory sessions with their Coach throughout the project. It is designed using the regulations in the [Assessment Plan](#) on the Institute for Apprenticeships website and must be signed off by the College, acting in their role as End Point Assessment Organisation (EPAO). The project is supplemented by a presentation and questioning session to representatives from the employer and assessors from the College. Taken together, the project and presentation are evaluated against all the knowledge, skills and behaviours of the standard. Clear assessment criteria are provided to the learner in advance, as with all course assessments. The EPA will be conducted by the College.

ASSESSMENT REGULATIONS

Multiverse has aligned its assessment regulations to those of the College and they can be found here on their [website](#).

AWARDS

This is a 36-month programme with 20% of time spent in off the job learning, which equates to one day a week. There are a total of 21 courses, 18 of which are credit bearing. The 18 courses are compulsory for the Data Analyst specialism. The majority (14) are 15 credit-courses, three are 30-credit courses and the final course is the synoptic project course which is 60 credits.

15-credit courses are completed over six weeks, 30 credits are completed over 12 weeks and the 60-credit project is completed over 18 weeks. Learning is spread over 48 weeks a year with due consideration for Easter and Christmas in the scheduling. There will be learners who miss part of the teaching due to leave at other times. All sessions will be recorded, with materials online, and learners will be able to access academic drop-in sessions during each course, to ask questions and catch up.

In addition, learners and the employer will commit to two days per week of apprenticeship-focussed activity or training as recorded through objectives. This is work that is directly related to the apprenticeship standard and should align with the course they are pursuing. This will be mapped through objectives which are set and agreed between the Coach, Line Manager and learner.

Each year comprises 120 credits, which means 1200 hours of notional learning time. An indicative make up of this time is set out below, for a 15-credit course requiring 150 hours of learning time.

Per Course Requirements	Learning Time required (15 credits)	150
Teaching Time	Seminars	15
	Applied learning seminar	7.5
	Coach 1 to 1	1
	Academic drop in (approx.)	4
Self-directed time	Reading	10.5
	Assessment completion	22
Role-focussed activity	On the job training	90
Total time spent on apprenticeship-related activity		150

The synoptic project accounts for the final 60 credits of the programme. This course will comprise 600 hours, typically with 16 hours of seminars, six hours of coaching and six hours of supervisor support. The remainder of the time will be made up of self-study related to the project, project planning, execution and write up.

To be eligible for the award of an Honours degree, learners must obtain 360 credits, 120 at Stage 1, 2 and 3.

The classification of the degree is established through the synoptic project assessment as defined in the synoptic project course descriptor (which in turn is informed by the Digital and Technology Solutions Professional apprenticeship standard assessment plan), together with the course assessments from Years 1, 2 and 3. The Honours degree award and classification is based on a weighted average mark of the assessed work (summative assessments only) the learner has completed. Being 60 credits, the Synoptic Project and EPA contributes significantly to the final year mark. The final year contribution to the overall degree grading is 75%, and the contribution of Stage 2 courses is 25% of the overall degree grade and classification. The Synoptic Project and EPA must be passed to achieve the degree award. The pass mark for a course is 40%, and all course elements must be passed.

DEGREE TITLE

Learners who gain 360 credits will be awarded the BSc (Hons) in Digital and Technology Solutions (Data Analytics).

EXIT AWARDS

CERTIFICATE IN HIGHER EDUCATION

In order for a student to be awarded a **Certificate in Higher Education** (Cert HE), they are required to have achieved **120 Level 4 Credits**, in accordance with the College's Academic Regulations for Taught Awards.

DIPLOMA IN HIGHER EDUCATION

In order for a student to be awarded a **Diploma in Higher Education** (Dip HE), they are required to have achieved **120 Level 4 Credits and 120 Level 5 Credits**, in accordance with the College's Academic Regulations for Taught Awards.

CLASSIFICATIONS

Learners are graded using Honours degree classifications for English universities, and follow the QAA (Quality Assurance Agency for Higher Education) Code of Practice for the Assurance of Academic Quality and Standards in Higher Education. The national degree award outcomes are shown below with apprenticeship grading equivalence.

Degree award classification	Grading equivalence	Marks level (%)
First class honours	Distinction	69.5% or more
Second-class honours, upper division	Merit	59.50% - 69.49%
Second-class honours, lower division	Pass	49.50% - 59.49%
Third-class honours	Pass	39.5% - 49.49%

EXEMPTIONS FROM THE COLLEGE'S ACADEMIC QUALITY FRAMEWORK

None.

SPECIAL PROVISIONS FOR PROFESSIONAL STATUTORY AND REGULATORY BODY

None.

QUALITY EVALUATION AND ENHANCEMENT

REVIEW AND EVALUATION MECHANISMS

Multiverse operates within the College's Academic Quality Framework and aligns to associated College policies and procedures. To ensure the individual success of learners whilst on programme, we have the following mechanisms for reviewing and evaluating ongoing performance:

- **Apprenticeship Experience and Engagement Data:** live data dashboards track individual learners and are reviewed on a weekly basis by the Programme Director and Coaches to identify any 'At Risk' learners. The information includes off the job

training time, live objectives, time since last progress review, wellbeing score (based off monthly survey) and engagement with the online learning platform.

- **Academic Performance Data:** Course Assessment Boards are run on a quarterly basis and are chaired by the College Liaison Officer at the College with input from the External Examiner. The aim of these is to approve assessment grades but also to identify which learners may be at risk of failing and putting strategies in place for early intervention.
- **Teaching and Coaching Observations:** all teaching and Coaching staff are observed and provided with individual feedback on areas to improve. Staff have access to a calendar of training sessions but are also supported to develop individual development plans as part of their ongoing performance management.
- **Safeguarding Meetings:** separate meetings are convened to review and discuss any safeguarding issues.

The decision-making process that informs programme design and development is informed by multiple sources of aggregate data that are reviewed, including:

- A clear **open door approach to informal learner feedback** through relationships with Coaches and any other Multiverse staff.
- **Formal learner feedback mechanisms** consist of monthly feedback surveys and end of seminar/course surveys. The **Apprentice Programme Representative Committee** provides programme representatives opportunities to feedback and make recommendations for changes to the programme on a monthly basis.
- **Quarterly Safeguarding and Additional Needs Report** which includes anonymised trend analysis to support discussion and recommendations around learner support.
- **Employer Feedback Reports** are collated formally on a quarterly basis through surveys and in-depth review meetings held by the Customer Success Team.
- **Annual Course and Programme Reviews and Quarterly Self Improvement Plan** collate trend analysis on all KPIs to inform risk management or significant changes to programme structure (which would be subject to the College's approval). These are collated following a quarterly Programme Retrospective which brings together all operational parties for the programme to review data and make recommendations.
- **Annual External Examiner Reports** are prepared by independent External Examiners to confirm that a programme has been assessed in accordance with the approved documentation.

The College's Assistant Vice President for Digital Innovation & Enterprise Learning and the College's Quality Team are able to review the data for any of these processes. They are proactively engaged in the formal review and evaluation activity that is set out as part of the College's Periodic Review process within [AQF 6](#).

ABOUT THIS DOCUMENT

Title: BSc (Hons) in Digital Technology Solutions Professional (Data Analytics)					
Approved by: Academic Board					
Version number	Date approved	Date published	Owner	Location	Proposed next review date
1.0	March 2021	March 2021	Marta Rodriguez -Martinez	Multiverse website	March 2026
Referenced documents	Recognition of Prior Learning and Credit Transfer Policy; AQF4 Programme and Course Approval and Modifications; AQF5 Annual Monitoring and Reporting; AQF7 Academic Regulations for Degree Apprenticeships; AQF6 Periodic Review				
External Reference Point(s)	Digital and Technology Solutions Professional (Integrated Degree) (Level 6 ST0119); Computing (October 2019); Education Skills and Funding Agency (ESFA) Funding Rules; Institute for Apprenticeships & Technical Education Assessment Plan; QAA (Quality Assurance Agency for Higher Education) Code of Practice for the Assurance of Academic Quality and Standards in Higher Education				

DISCLAIMER

NCH at Northeastern has checked the information provided in this Programme Specification and will aim to deliver this programme in keeping with this Programme Specification.

However, changes to the programme may sometimes be required arising from annual monitoring, learner feedback, and the review and update of courses and programmes. Where this activity leads to significant changes to courses and programmes there will be prior consultation with students and others, wherever possible, and NCH at Northeastern will take all reasonable steps to minimise disruption to students. It is also possible that NCH at Northeastern may not be able to offer a course or programme for reasons outside of its control, for example, due to the absence of a member of staff or low learner registration numbers. Where this is the case, NCH at Northeastern will aim to inform applicants and students as soon as possible, and where appropriate, will facilitate the transfer of affected learners to another suitable programme.

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APPENDIX A – MAP TO QAA SUBJECT BENCHMARK

Threshold Standards	Learning Outcome
Demonstrate a requisite understanding of the main body of knowledge for their course of study	K1-3 S1-3
Understand and apply essential concepts, principles and practices of the subject in the context of well-defined scenarios, showing judgement in the selection and application of tools and techniques	K1-3 S1-3
Produce work involving problem identification, the analysis, design and development of a system with accompanying documentation, recognising the important relationships between these stages and showing problem-solving and evaluation skills drawing on supporting evidence	K1-3 S1-3 T2
Produce small, well-constructed programmes to solve well-specified problems	K1-3 S1-3
Demonstrate generic skills, an ability to work under guidance and as a team member.	T1-3
Identify appropriate practices within a professional, legal and ethical framework and understand the need for continuing professional development.	K1-3 S1-3 T1-3

QAA benchmark statement can be found [here](#).

APPENDIX B - MAP TO APPRENTICESHIP STANDARD

	NCHMV462	NCHMV463	NCHMV464	NCHMV465	NCHMV466	NCHMV467	NCHMV578	NCHMV579	NCHMV580	NCHMV581	NCHMV582	NCHMV583	NCHMV584	NCHMV585	NCHMV6106	NCHMV6107	NCHMV6108	NCHMV6109
Core skills																		
1								X										X
2										X								X
3	X	X	X	X	X	X							X		X	X		X
4												X						X
5							X		X									X
6						X			X							X		X
7											X							X
Core knowledge																		
1					X		X	X										X
2							X		X					X				X
3								X										X
4					X		X	X	X									X
5										X						X		X
6		X				X		X					X					X
7											X	X						X
8									X									X
9									X						X			X
10	X								X									X
Core behaviours																		
1	X	X			X	X	X	X	X	X	X	X		X				X
2			X	X							X	X		X		X	X	X
3									X					X				X
4							X		X					X				X
5							X		X									X

BSc (HONS) IN DIGITAL AND TECHNOLOGY SOLUTIONS (DATA ANALYTICS) PROGRAMME SPECIFICATION

6			X	X			X	X	X			X	X	X		X	X	X
7							X	X	X	X	X	X	X		X			X
8							X	X	X		X	X					X	X
9					X		X	X	X	X								X
10					X	X	X	X	X	X	X	X	X	X	X	X	X	X
11							X											X
12			X	X						X								X
13	X	X	X	X			X			X	X	X						X
14		X	X	X	X	X	X			X	X	X	X		X	X		X
*Data Analyst																		
Specialist Skills																		
1															X	X	X	X
2															X			X
3															X			X
4															X	X	X	X
5															X		X	X
6																X		X
Specialist Knowledge																		
1															X	X		X
2															X	X		X
3															X	X	X	X
4																		X
5																		X
6																	X	X

APPENDIX C – EXIT AWARDS

CERTIFICATE IN HIGHER EDUCATION:

In order for a learner to be awarded a Certificate in Higher Education (Cert HE), they are required to have achieved **120 Level 4 Credits**, in accordance with the College's Academic Regulations for Taught Awards.

LEARNING OUTCOMES FOR AWARD OF CERTIFICATE IN HIGHER EDUCATION:

Knowledge and Understanding

A learner will be able to:

- K1b Describe the impact of data and analytics on an organisation's performance.
- K2b Explain the data analytics lifecycle and data storage in the context of specific analyses.
- K3b Define customer requirements and develop a brief to meet those requirements.

Subject-specific Skills

A learner will be able to:

- S1b Identify methods for cleaning, manipulating and linking datasets, and storing securely.
- S2b Develop insight through the production of business intelligence and analysis.
- S3b Identify opportunities to use data in order to improve business performance.

Transferable Skills

A learner will be able to:

- T1b Present the findings of an analysis.
- T2b Apply problem solving methods in the context of a data project.
- T3b Demonstrate a thorough and organised approach to analytics.

DIPLOMA IN HIGHER EDUCATION:

In order for a learner to be awarded a Diploma in Higher Education (Dip HE), they are required to have achieved **120 Level 4 Credits and 120 Level 5 Credits**, in accordance with the College's Academic Regulations for Taught Awards.

LEARNING OUTCOMES FOR AWARD OF DIPLOMA IN HIGHER EDUCATION:

Knowledge and Understanding

A learner will be able to:

- K1b Contrast the use and impact of different digital and technology solutions and their impact on competitive advantage. Evaluate and effectively deploy key organisational theories, change management frameworks and know how to write a business case.
- K2b Evaluate the impact of data quality, security and ethics on business organisations.
- K3b Compare and evaluate methods to develop and manage computer networks that are secure, and which demonstrate a critical understanding of platform technologies.

Subject-specific Skills

A learner will be able to:

- S1b Audit a business area and evaluate its strengths and weaknesses, including identifying risks and vulnerabilities of the business arising from ethical violation, cybersecurity threats, and internal and external pressures, and proposing solutions for improvement.
- S2b Evaluate data management approaches, and design or propose solutions based on the business requirements, demonstrating awareness of security and data quality issues.
- S3b Design a technology solution and demonstrate awareness of methods and techniques used to test, implement and monitor a deployed solution.

Transferable Skills

A learner will be able to:

- T1b Demonstrate the ability to persuade, influence, and provide recommendations for action, articulating complex issues and solutions in a clear and succinct manner.
- T2b Apply analytical, critical-thinking and problem-solving skills.
- T3b Maintain a productive, professional and secure working environment.

APPENDIX D PROGRAMME STRUCTURE AND SUMMATIVE ASSESSMENT SUMMARY

Code	Course Title	Credit	Type	Mode	Assessment Weighting % & Activity Type (code overleaf)					
					AE1	Activity type	AE2	Activity type	AE3	Activity type
FHEQ Level 4										
NCHMV462	Data Analysis in Industry	15	C	BL	50	A	50	A		
NCHMV463	Database Fundamentals	15	C	BL	60	A	40	Set		
NCHMV464	Data Analytics Fundamentals	30	C	BL	30	Set	50	Set	20	Oral
NCHMV465	Data Science Fundamentals	30	C	BL	30	Set	50	Set	20	Oral
NCHMV466	Big Data	15	C	BL	70	A	30	Oral		
NCHMV467	Data Management	15	C	BL	75	Set	25	A		
FHEQ Level 5										
NCHMV578	Business Organisation	15	C	BL	70	A	30	Oral		
NCHMV579	Information Systems and Ethics	15	C	BL	60	A	40	Oral		
NCHMV580	Technical Project Management	15	C	BL	70	A	30	Exam		
NCHMV581	Systems Development	15	C	BL	50	Exam	50	Set		
NCHMV581	Cloud Computing and Digital Platforms	15	C	BL	70	A	30	Oral		
NCHMV583	Cybersecurity	15	C	BL	60	Exam	40	Oral		

Code	Course Title	Credit	Type	Mode	Assessment Weighting % & Activity Type (code overleaf)					
					AE1	Activity type	AE2	Activity type	AE3	Activity type
NCHMV584	Advanced Databases	15	C	BL	50	Set	50	Exam		
NCHMV585	Communication Skills for Digital Professionals	15	C	BL	40	Oral	60	A		
FHEQ Level 6										
NCHMV6106	Applied Statistics	15	C	BL	70	Set	30	A		
NCHMV6107	Applied Machine Learning	30	C	BL	60	Set	10	Oral	30	Exam
NCHMV6108	Data Engineering	15	C	BL	60	Set	40	A		
NCHMV6109	Synoptic Project and End Point Assessment	60	C	BL	70	Diss	30	Oral		

COURSE TYPE: C = Compulsory; O = Option.

COURSE MODE: CD = Campus Delivery; BK = Block Delivery; BL = Blended Learning; DL = Distance Learning and Self-Directed Learning; EL = E-Learning; EX = Experiential; PL = Placement; WB = Work Based Learning,

ASSESSMENT WEIGHTING: AE1 = Assessment Element 1; AE2 = Assessment Element 2; AE3 = Assessment Element 3;

AE4 = Assessment Element 4

ASSESSMENT ACTIVITY TYPE	CODE
Written exam	Exam
Take home exam	TEx
Written assignment	A
Report	R
Dissertation	Diss
Portfolio	F
Project output (other than dissertation)	P
Oral assessment and presentation	Oral
Practical skills assessment	Pract
Set exercise	Set